



Graduation Elective Focuses: How to Create the Best Pathways for Students

Tennessee School Counselor and
Administrator Leadership Institute
March 4, 2013

Agenda

Item	Time
Introductions & Objectives	1:00 – 1:10
Graduation Requirements & Career Preparation	1:10 – 1:15
Changes to Programs of Study	1:15 – 1:45
Common Scheduling Myths and Misconceptions	1:45 – 2:00
Personal Workplan	2:00 – 2:05
Wrap-up and Questions & Answers	2:05 – 2:15

Objectives & Goals

We are here today to:

- Understand how to prepare for, schedule, and implement elective focuses for high school students.
- Understand upcoming changes to Career and Technical Education Programs of Study, and how your school may be impacted.
- Address misconceptions and concerns about scheduling and graduation requirements.
- Develop a personalized workplan to use during registration to help ensure all students are successful not just for graduation, but in preparing for their postsecondary plans.

Introductions

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I want to know about you:

- Where are you from?
- Counselor or other administrator?
- How long have you been a school counselor?
- How many students are you responsible for?
- Familiar with Career and Technical Education programs?

Overview of Graduation Requirements and Career Preparation for Students



Graduation Requirements

Tennessee Graduation Requirements include 22 credits

4 Math

4 English

3 Science

3 Social Studies

1 Fine Arts

1½ PE & Wellness

½ Personal
Finance

2 Foreign Language

3 Elective Focus

Graduation Requirements

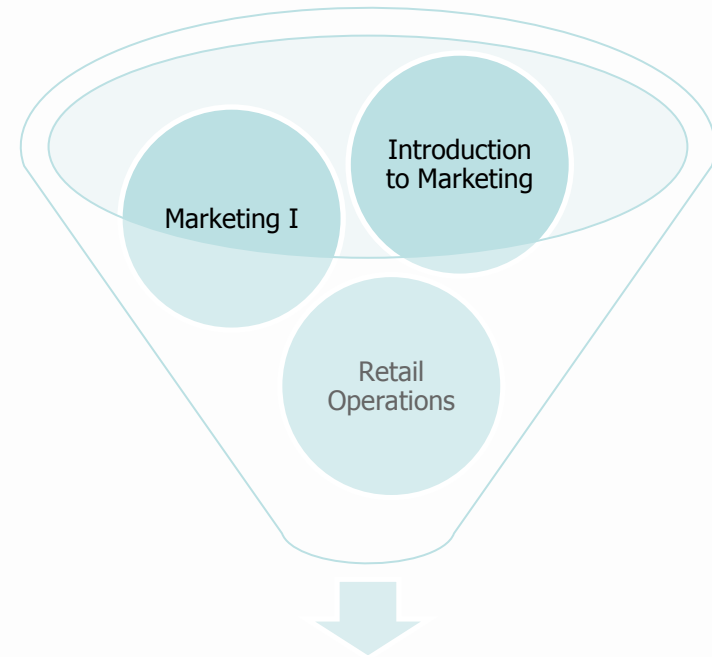
Important to Consider

- Credits are aligned to requirements for entrance into public universities in Tennessee
- Elective focus is meant to support students in preparation for their chosen postsecondary plans
 - Prepare for a potential career path and/or postsecondary program
 - Practice a passion
 - Explore new fields or subjects
- 22 credits needed for graduation still leave multiple spaces for electives and remediation
 - On traditional schedules, students can earn up to 28 credits through high school
 - On block schedules, students can earn up to 32 credits through high school
- The 22 credits may not include the **Capstone Experience** also required by the state board. This experience is determined locally.

Overview of Elective Focus

➤ What is an elective focus?

- Students select from Career & Technical Education (CTE), Arts, International Baccalaureate, AP, Math or Science, etc.
- If CTE, students follow a prescribed path in a specific career cluster.
- Pathways (“program of study”) are grouped by knowledge and skills in the career field and prepare them for success at the next level.



Merchandising Program of Study
in **Marketing** Career Cluster

Career Clusters & Programs of Study

The U.S. Department of Education developed [The National Career Clusters™ Framework](#) to group similar occupations and industries that depend on like sets of knowledge and skills. The Career Cluster Framework serves as a guide to develop individual student plans of study, or “pathway” through high school and into postsecondary and career.



Career and Technical Education Programs of Study



Our strategic direction called for rigorous, relevant, learner-focused programs.

- **What we believe:** Programs should be **rigorous, relevant, and learner-focused**. CTE is for **ALL students** and **ALL careers**.
- **Dr. Mezera charged Student Success unit to do a full review of all published programs of study.**
 - Do all of our current programs of study meet our high bar?
 - Are there programs that are redundant, confusing, no longer relevant?
 - Are we meeting the needs of our students, teachers, and counselors?
- **We listened to our stakeholders!**
 - CTE Director Survey – Spring 2012
 - Teacher Survey – Summer 2012
 - Teacher, industry, and postsecondary workgroups – Summer/Fall 2012
 - CTE Director Executive Council and Study Council meetings – Winter 2012

Our strategic direction called for rigorous, relevant, learner-focused programs.

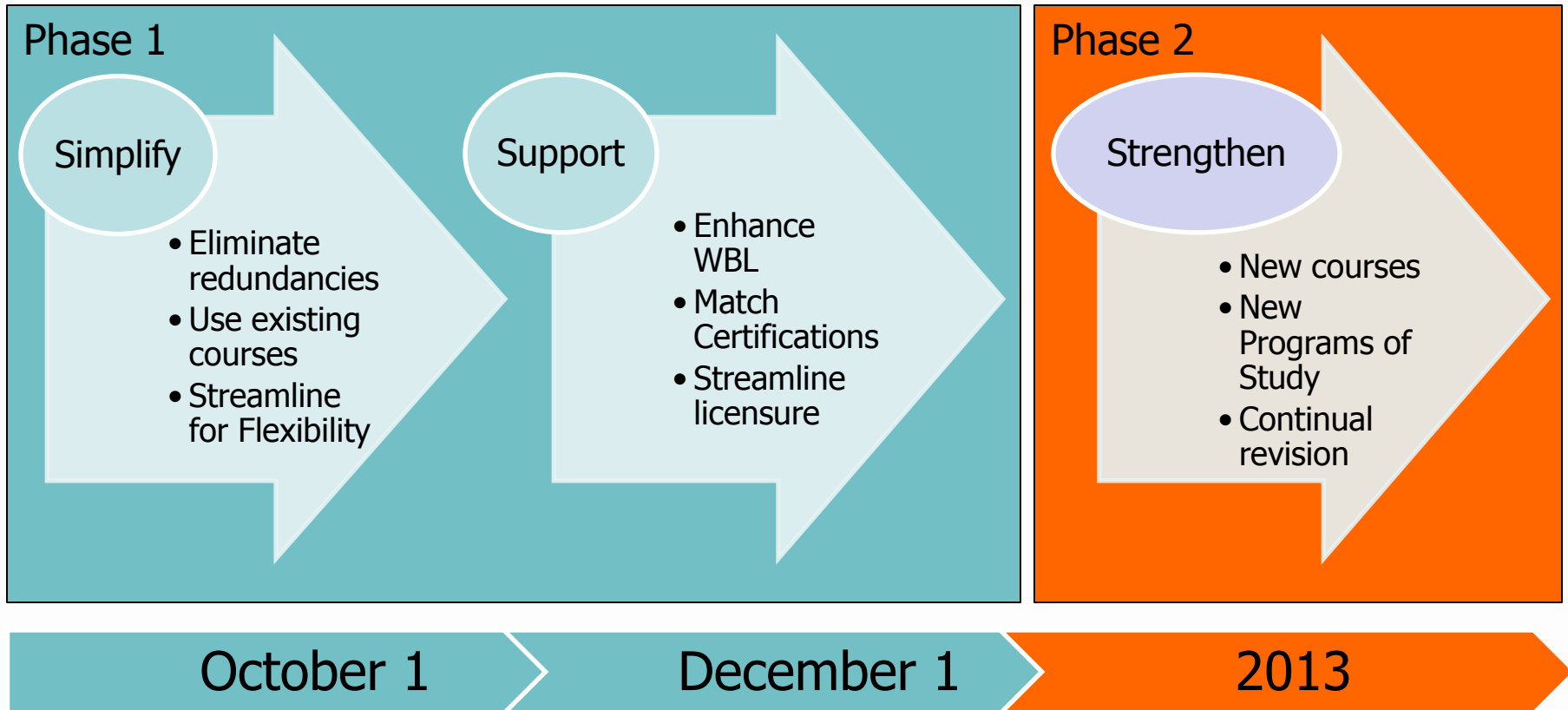
➤ What we heard:

- Confusion around different courses and POS that looked the same.
- **Not all of the programs of study were leading to success in a pathway.**
- Strong desire for more flexibility to implement programs that were more tailored to district needs.

➤ Two phased approach:

Phase	Goal	Implementation
Phase 1	Streamline our existing courses and programs of study	2013-2014
Phase 2	Add the most relevant new courses and new programs of study, continually revise with longer-term curriculum changes	2014-2015

Two phased approach is critical to improving our programs of study quickly and efficiently



Phase One Results

➤ **Phase One focused on four specific objectives:**

- 1. Eliminate redundancy** and **misalignment** of POS
- 2. Provide more flexibility** in the selection and sequencing of courses, particularly for smaller, more rural LEAs
- 3. Simplify** the annual POS selection process (Spring Open Enrollment)
- 4. Align** remaining POS, and accompanying courses, with postsecondary and industry needs

➤ **What LEAs will see:**

- Smaller, more concise list of POS to choose from
- More flexibility in student scheduling and teacher staffing
- Increased alignment to postsecondary and industry opportunities
- Removal of “career success” courses that aren’t aligned to pathway

Results Example: Benefit #1 – Streamlined List

Previously in Marketing:

Global Marketing (1)	Marketing Communication (1)
Global Marketing (2)	Marketing Communication (2)
Organizational Management (1)	Entrepreneurship (1)
Organizational Management (2)	Entrepreneurship (2)
Organizational Management (3)	Marketing Research (1)
Organizational Management (4)	Marketing Research (2)
Organizational Management (5)	Merchandising (1)
Organizational Management (6)	Merchandising (2)
Organizational Management (7)	Marketing & Finance (1)
Organizational Management (8)	Marketing & Finance (2)
Organizational Management (9)	Marketing & Finance (3)
Organizational Management (10)	Marketing & Finance (4)
Organizational Management (11)	Marketing & Finance (5)
Organizational Management (12)	Marketing & Finance (6)
Organizational Management (13)	Marketing & Finance (7)
Organizational Management (14)	Marketing & Finance (8)
Organizational Management (15)	

Challenges:

- 1) Duplicate POS with nearly same courses and confusing names
- 2) LEAs would need to change POS to make basic changes

Now in Marketing:

Marketing Communication
Entrepreneurship
Merchandising

Benefits:

- 1) One POS with clear name
- 2) Flexibility to staff or make course selections without paperwork or eTIGER changes

Results Example: Benefit #2 – Flexibility for LEAs

Program of Study	9th Grade	10th Grade	11th Grade	12th Grade
Animal Systems – Pre-Veterinary (2)	5171 Agriscience	5172 Small Animal Care	5168 Horse Science	5176 Veterinary Science
Animal Systems – Pre-Veterinary (4)	5154 Principles of Agricultural Sciences	5172 Small Animal Care	5168 Horse Science	5176 Veterinary Science

Challenges:

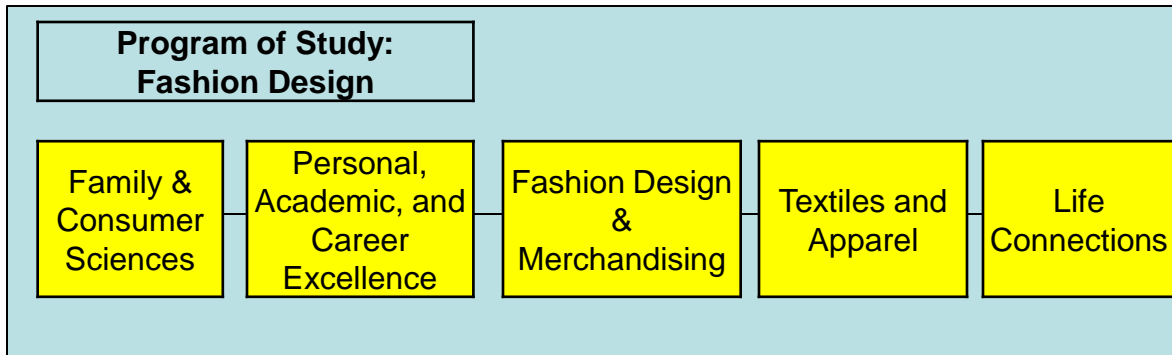
- 1) Duplicate POS with nearly same courses and confusing names
- 2) No flexibility in skills/knowledge for specific communities
- 3) LEAs would need to change POS or apply for special POS to make basic changes

Program of Study	9th Grade	10th Grade	11th Grade	12th Grade
Veterinary Science	5171 Agriscience	5172 Small Animal Care	5177 Livestock Management	5176 Veterinary Science
	Or		Or	
	5154 Principles of Agricultural Sciences		5168 Horse Science	
	5181 Supervised Agricultural Experience			

Benefits:

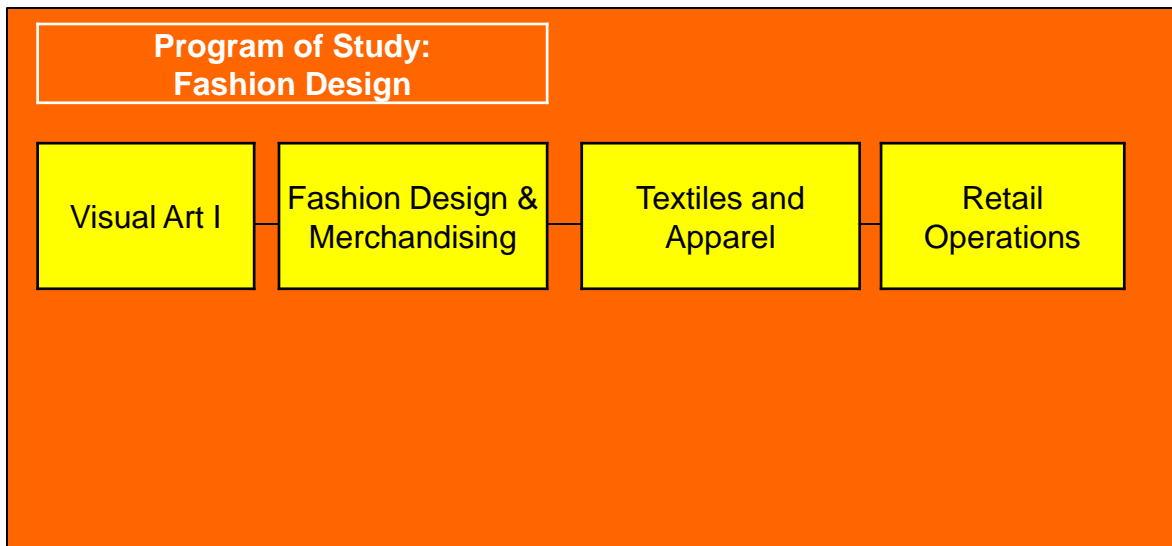
- 1) One POS with clear name
- 2) Flexibility to staff or make basic course selections without paperwork or eTIGER changes
- 3) Addition of WBL for credit as part of experience

Results Example: Benefit #3 – Alignment, Rigor



Challenges:

- 1) Not all courses were aligned to skills/knowledge needed for the pathway
- 2) Courses repeating standards and competencies, rather than giving additional skills



Benefits:

- 1) **Clear connection between knowledge and skills and pathway**
- 2) **Integration of courses from other areas**
- 3) **Students more engaged and better prepared**
- 4) **Removal of courses that aren't aligned**

Phase One Results: Other changes to look for

➤ **Course Changes in existing POS**

- Physics option in Engineering pathways
- Business option in trade pathways
- Sociology/Psychology option for counseling pathways
- Removal of Career Management Success, Life Connections from POS

➤ **Removal of redundancies**

- POS in different clusters, different names with same classes

➤ **Added Flexibility**

- Academic courses (e.g. Personal Finance) can count toward focus
- Wider array of endorsements can teach courses in same POS
- LEAs can choose from a variety of course options
 - Added choice for students
 - Increased flexibility depending on your scheduling, staffing, and community needs

Supporting our work: Correlation of Course Codes

- **Phase One focused on four specific objectives:**
 1. **Eliminate redundancy** and **misalignment**
 2. **Provide more flexibility**
 3. **Simplify** the annual POS selection process
 4. **Align** with postsecondary and industry needs

- **To support our work, we've made the following recommendations:**
 - Combine and/or delete duplicative courses to allow for scheduling flexibility
 - Teacher endorsement
 - Highly Qualified (HQ)
 - Substitute credit
 - Update program item codes from Program Areas to Career Clusters
 - Streamline work-based learning and special course codes
 - Provide new course codes for recently approved courses

Addressing Common Scheduling Misconceptions



Addressing Common Misconceptions

- **Courses can count toward both an elective focus AND a graduation requirement.**
 - State policy allows “double-dipping,” but it could be prohibited by your local school board. Please confirm if a policy exists explicitly forbidding this type of scheduling. It is allowed by the Tennessee State Board of Education.
- **A student is able to complete an elective focus without finishing a complete CTE Program of Study course sequence.**
 - Students only need to complete three credit hours to become a CTE concentrator as well as complete their elective focus. Credits may be earned in a Program of Study (preferred) or in a Career Cluster.
- **Students should consider how their general education requirements interact with their course choices for elective focus.**
 - Many elective focus courses have prerequisites or co-requisites. Students and Parents should have access to this information to be able to look ahead to plan courses selections for their entire high school career.

Addressing Common Misconceptions

- **Work-based learning credit hours can count toward an elective focus.**
 - If a work-based learning course is in a Program of Study, the credit earned will fulfill one of the three credits for the elective focus.
- **Any student is allowed to take a CTE course. Students are not required to take a full program of study.**
 - Career preparation should be for ALL students and ALL careers. CTE courses can be used to supplement other elective focus areas, based on student interest.
- **CTE Courses are for all students, regardless of their postsecondary plans.**
 - All programs of studies lead to postsecondary training, including Technology Centers, Community Colleges, four-year Universities, and on-the-job training and apprenticeships.

Personal Workplan



Personal Workplan

Counselor Workplan

- ☐ Plan time to review this information and your local board of education policies to best understand how to effectively schedule for all students.
- ☐ Work with your local CTE Director and other secondary curriculum leaders to understand all options for elective focuses, including the programs of study offered in your school.
- ☐ Research work-based learning opportunities for all students.
- ☐ Create/use materials to assist students and parents with long-term planning each year during registration.
 - ☐ Scheduling Template
 - ☐ www.CollegeForTN.org
 - ☐ Career Cluster & Program of Study information
- ☐ Work with your corresponding school counselors (middle/high) to encourage long-term schedule planning in 8th Grade.

Personal Workplan

Want to learn more? Visit us at one of these sessions:

- | | | |
|--|-------------|--------------|
| <input type="checkbox"/> Building Tennessee's Pathways to Prosperity | 2:45 – 4:00 | Cambridge A |
| <input type="checkbox"/> CollegeforTN.org: Electronic Planning from School Through Career | 2:45 – 4:00 | Mirabella I |
| <input type="checkbox"/> How to Keep Students Motivated | 2:45 – 4:00 | Oakleigh C |
| <input type="checkbox"/> Increasing Opportunities for Students to Earn Early Postsecondary Opportunities | 2:45 – 4:00 | Broadlands B |
| <input type="checkbox"/> Come see us at the CTE Division Booth! | | |

Wrap-Up



Objectives & Goals

We are here today to:

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Questions & Answers



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<http://www.state.tn.us/education/cte/>



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